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ABSTRACT

Faculty and administrators in nine Consortium schools in the Springdale and Fayetteville school districts in Arkansas were polled to determine their opinions on various topics concerning teacher education. The return rate was approximately 42 percent, comprising 1,172 teachers and administrators. The specific purpose of the poll was to obtain opinions on how the respondents viewed their teacher education programs, how they felt about proposals of the Holmes Group, and what they saw as the most serious problem for which they were not prepared as a beginning teacher. The sample as a whole felt that their preparation was adequate in the areas of oral and written communication and in planning and selection of materials. Preparation was felt to be inadequate in the areas of dealing with personal and social problems of students and in diagnosing student needs. Among the Holmes Group proposals the majority of the teachers felt that a four-year teacher education program was sufficient. In analyzing the survey results, comparisons are made between the attitudes of teachers and administrators, and between persons in different age groups, different teaching levels, and with different academic degrees. Responses from the nine schools are also compared. Recommendations are made for improving teacher education programs. (JD)

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OPINIONNAIRE OF TEACHER EDUCATION: TECHNICAL REPORT FROM TEACHER / PRINCIPAL IMPROVEMENT PROJECT

University of Arkansas
Fayetteville

May, 1988

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OPINIONNAIRE OF TEACHER EDUCATION: TECHNICAL REPORT FROM TEACHER/PRINCIPAL IMPROVEMENT PROJECT*

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May, 1988

*Funded by a grant from the Winthrop Rockefeller Foundation to the Arkansas Educational Renewal Consortium

The University of Arkansas and the Springdale and Fayetteville school districts were given a three year cooperative grant for improvement of programs in teacher education from the Winthrop Rockefeller Foundation administered through the Arkansas Educational Renewal Consortium. The grant began in September of 1988. As part of the grant activities faculty and administrators in the nine Consortium schools were polled to determine their opinions on various topics concerned with teacher education. This report details the results of this polling activity.

Development of the Opinionnaire

The purpose of the opinionnaire was to determine how current teachers and administrators viewed their teacher education programs, proposals of the Holmes Group, and what they saw as the most serious problem for which they were not prepared as a beginning teacher. Items for the opinionnaire were developed from a list of teacher competencies and performance objectives developed by Klingele (1987). Classroom teachers and measurement

specialists were consulted to make suggestions for revision, clarification, and format before the final version of the opinionnaire was released for use. This version of the opinionnaire is reproduced in Appendix I.

Administration

After obtaining information about the number of administrators and teachers in each of the Consortium schools, copies of the opinionnaire were sent to the site directors in each district for distribution, collection, and return. All districts, with the exception of Little Rock, gave the survey to all the teachers and administrators in their systems. In Little Rock the opinionnaire was distributed to approximately 20% of the faculty and administration. Table 1 shows the number of opinionnaires distributed and the rates of return from each district. The overall rate of return was approximately 42%. Therefore, the results of this opinionnaire are a good representation of the opinions of administrators and teachers within the nine districts of the Arkansas Educational Renewal Consortium.

Results

The results of the opinionnaire are tabulated in Appendix II. All of the data are percentages of those responding to the question.

The means and standard deviations are reported for questions 35-40. Besides the report for categories 1-5, the strongly agree and agree categories were added together and the disagree and strongly disagree categories were added together to form the total agree and disagree percentages reported on the second line by the question. The comments below each question are comments concerning the comparisons that were found to be statistically significant. Chi-square was used to compare responses by age, years of teaching, degree attained, staff position, level taught or administered, gender, and school district.

In Appendix III the summary of responses to Question V is presented. The number in parentheses is the number of districts in which that problem was mentioned. The number at the right is the total number of respondents who mentioned this as the most serious problem for which they were not prepared by their teacher preparation program.

Analysis

The demographic data (see Appendix II) are in need of commentary. Approximately 91% of the sample are classroom teachers. Of those, about 60% are elementary teachers. More than one quarter of the sample (28%) has 0-5 years experience with about 27% having 16 or more years of experience. About 25% received their certification

in a state other than Arkansas. Almost 41% are between 30 to 39 years of age and 29% between 40 to 49 years of age. By gender 86.5% of the sample were female. About 55% hold a bachelor's degree, 43% a master's degree, and less than 3% hold a more advanced degree.

Those who responded to the opinionnaire were asked whether or not the question topic was important in preparing one for a teaching position today. Only three questions received less than a 93.1% response as being important. Question 3 which dealt with exploration of career opportunities was seen as important by 87.3%. Question 31 which dealt with procedures for use and storage of equipment and supplies was seen as important by 89.7%. Question 32 which dealt with non-instructional duties (monitoring lunch, bus, etc.) was seen as important by 85.1%. Although, these responses showed that these aspects are viewed as important parts of a teacher training program, the instructional and affective areas are seen as important by higher percentages of respondents.

Questions 1-34 asked for responses of adequate, inadequate, or did not exist. If 70% or above responded adequate to a question, it was assumed that teacher preparation programs were doing quite well with preparation in that area. Questions 5 and 6 which are concerned with oral and written communication received such

approval. Questions 21 and 22 which ask about planning and selection of materials and question 20 (with 69.8% adequate responses) which asks about unit planning, received high marks.

Questions for which 50% or more responded that preparation in this area was inadequate were assumed to represent inadequate concern in preparation programs. Question 1, which is concerned with personal and social problems of students, 52.5% pointed to inadequate preparation. Question 15, which is concerned with diagnosing students learning needs, 54.4% pointed to inadequate preparation. The other questions showed levels of inadequate preparation from 19.3% to 50%.

Questions for which 20% or more responded that preparation in this area was nonexistent were assumed to be an area which a significant minority of respondents found absent in their teacher preparation programs. Dealing with assisting students in career explorations (Question 3) was found to be nonexistent in 25.6% of cases. Question 10, which is concerned with relating to secretarial and support staff, pointed to nonexistence in 22.1% of the instances. Question 32, which dealt with supervisory duties (cafeteria, playground, etc.) pointed to nonexistent preparation among 29% of the sample.

Responses to Questions 1 through 34 were also compared on the basis of various demographic factors. A Chi-square test with the level of significance set at .05 was used to determine if an outcome was of interest.

The first variable investigated was age of respondents. The results of this are summarized in Table 2. Surprisingly, the number of years of teaching did not mirror the response by age except at the upper levels in each category. The results of this comparison are summarized in Table 3. The next variable for comparison was by degree obtained. The results of this analysis are summarized in Table 4. Another variable compared was the staff position. The results of this comparison are summarized in Table 5. The penultimate variable considered was the level at which the responder was teaching or administrating. The results of this comparison are summarized in Table 6.

The last variable used for comparison was by school district. The results of this comparison are summarized in Table 7. The statistically significant differences are marked in the appropriate cross between district and question. Inspection of the table shows many differences among districts. Cabot, Fayetteville, and Springdale responded similarly to many of the questions. In addition, Little Rock and Sheridan responded similarly.

Questions 35 through 40 (see Appendix II) are concerned with issues raised by the Holmes Group. Overall, there is agreement (strongly agree and agree total 70.7%) with the statement that teacher preparation should be a four year program (Question 35). There is also disagreement (disagree and strongly disagree total 57.8%) with the statement that teacher preparation programs should be five year programs (Question 36). While school districts generally disagreed with the statement, principals as a group agreed that teacher education should be a five year undergraduate program. Furthermore, there is disagreement (66.9%) with the statement that professional preparation should be a graduate program (Question 37). Slightly less than a majority (49.8%) disagreed with the statement that prospective elementary teachers should major in an academic discipline (Question 38). K-12 and elementary responders disagreed with the statement more than other groups and Bald Knob, Cabot, and Dardanelle disagreed more than the other districts. Slightly less than a majority (49.7%) disagreed with the statement that more liberal arts courses would better would better prepare one to teach (Question 39). Cabot, Lee County, and Stuttgart disagreed with this statement more often than the other districts. Slightly more than a majority (51.4%) disagreed with the statement that more preparation in research skills would better prepare one to be a teacher (Question 40). On Question 40 females disagreed more

often than males and Cabot, Lee County and Little Rock disagreed more often than the other districts.

On Part IV respondents were asked to indicate how well are today's teachers prepared by giving them a grade. An average grade of slightly better than a C (2.23 on a four point scale), with 49% assigning a grade of C, was the response.

The final analysis is of Part V which asked respondents to list the most serious problem for which they were not prepared as a teacher. This question elicited many heartfelt responses. Some of these responses were very angry in tone and some spoke of very poignant situations in which teachers found themselves. Table 8 is a compilation of the top twenty-one problems in the order mentioned by all districts, and the order in which each problem was listed in each district. Table 9 represents a statistical comparison to see if all districts ranked the five problems mentioned in all the districts in the same order. The result shows that problems 2 (classroom and time management) and 3 (record keeping and paper work) are seen differently in terms of rank by respondents in different districts.

Conclusions

The topic of this survey, teacher preparation program components, was seen as important by the respondents in that none of the 34 questions in Part II received more than a 15% rating as nonimportant. The two questions that received less than a 90% rating of importance dealt with noninstructional matters such as duties and care of equipment. It appears that the sample as a whole (70% or better) felt that preparation in their teacher training programs was adequate in the areas of oral and written communication and in planning and selection of materials. The respondents felt that preparation was inadequate (50% or more responding inadequate) in the areas of dealing with personal and social problems of students and in diagnosing student learning needs.

When 20% or more of the respondents reported that a component was nonexistent in their program, this was taken as an area that should be of concern. The areas of assisting students with career exploration, relating to secretarial and support staff, and supervisory duties were found to be in this category. Ironically, these areas were also seen to be not as important as other areas by the sample.

The analysis of the demographic variables supports the following conclusions. There are differences between age groups on the way they responded to the questions. Respondents in the 30-39 age group more often said that learning about the ethical standards of the profession was inadequate or nonexistent. The 20-29 year old age group found preparation in written communication, in developing respect and empathy for the learner, in developing and recognizing a philosophy of teaching, in applying theory in teaching to practice, in providing for individual differences, and in self-evaluation were more adequate or adequate compared to other groups. The 20-29 year old group found preparation in the ability to diagnose student learning needs and to store and use equipment and supplies were less adequate than other groups. The 50-59 year old group more often said that preparation to communicate with parents, to assume supervisory duties, and to prepare records and reports was adequate compared to other age groups. This illustrates how emphases move in and out of teacher preparation programs.

The number of years teaching shows a similar generational pattern but points up a little different picture, maybe because it cuts across the data differently than the age level comparisons. The 21+ years of experience group more often said that preparation to assist students with personal and social problems was less inadequate; to develop instructional units was adequate, to

evaluate students was more adequate; to communicate with parents was adequate; to assist with career exploration was more adequate; to relate to support staff was more adequate; and to supervise non-instructional duties and to prepare appropriate records and reports were adequate. The 21+ and the 16-20 year groups found preparation to relate to professional staff, to develop instructional units, and to store and use equipment was more adequate. The 0-5 and 21+ groups reported the ability to apply theory to practice was more adequate. The 0-5 and 6-10 groups reported preparation to establish a learning environment was less adequate. Finally the 6-10 and the 16-20 groups found preparation to teach critical thinking skills was more adequate than other groups.

The degree obtained variable showed just a few differences among groups. Those with a bachelor's degree found preparation to use questioning techniques was adequate. Those with a specialist degree reported that preparation to evaluate student progress was inadequate. Those with doctoral degrees reported that ability to communicate with parents was adequate. Specialists and doctorates reported preparation to teach critical thinking was more inadequate. There might be more differences based on degree obtained, but the sample of those holding doctoral and specialist degrees was too small to make many comparisons.

The position held by respondents reflected differing views in what might be categorized as "this is what I see from my perspective." Principals and counselors found preparation to teach career exploration was more inadequate. Teachers reported preparation to apply educational psychology as more adequate. To apply theory to classroom management, to diagnose learning needs, and to teach critical thinking skills were viewed as less inadequate by teachers. Teachers found preparation to select teaching strategies and to use questioning techniques was adequate, to evaluate students to provide for progress was more adequate, and to prepare records and reports was less adequate. Principals reported that preparation to write objectives for instruction was less adequate.

There were also a few differences based on the level at which the person was teaching or administering. K-12 and elementary responders reported that preparation in respecting and empathizing with students was adequate and to establish a learning environment was more adequate. Elementary respondents reported that preparation to use appropriate grouping for instruction was adequate. High school respondents found that preparation to provide for individual differences was more inadequate. Middle/junior high respondents found that self-evaluation of instruction was more inadequate. These differences are also supported by some of the myths that surround

teachers at different levels. Gender differences were generally nonexistent.

The school district variable showed Cabot, Fayetteville, and Springdale responding the same way on eight of the questions. These districts found that preparation to assist with personal and social problems, to diagnose student learning to provide for individual differences, and to select appropriate teaching strategies were inadequate. These same districts reported that preparation to assist students with solutions to educational problems, to perform according to the ethical standards of the profession, to select and develop an instructional plan for a specific unit, and to determine and select appropriate instructional materials and media were less adequate than the other districts. The Sheridan and Little Rock school districts responded the same way on five questions. They responded that preparation to teach to current standards of social needs, to relate appropriately to non-certified personnel, and to develop and recognize personal philosophical views regarding teaching was adequate. These districts reported that preparation to apply educational psychology to teaching and to establish a learning environment were more adequate than the other districts. The other districts were dissimilar from these two groups and also from each other.

Questions 35 to 40 are concerned with Holmes Group issues. The sample overwhelmingly supports a four year undergraduate program in opposition to present calls for five year and graduate programs. Many respondents commented that they saw present teacher's salaries as a disincentive to investing another year or two in preparing to be a teacher. Principals, on the other hand, agreed that a five year program might be a good idea. Elementary education preparation in an academic discipline, more liberal arts courses, and additional research preparation received little support.

Respondents were asked to assign a letter grade to today's beginning teacher's preparation. This resulted in an average of 2.23 or slightly better than a C. If this were the g.p.a. of a student seeking to enter the teacher preparation program at U of A, this student would fall short of the 2.25 needed now and much shorter than the 2.50 needed in the fall of 1988.

The answers to the statement to "list the most serious problem for which you were not prepared" elicited a great amount of responses. About one-quarter of the sample responded to this question. In general, responses across districts were very similar. The first twenty-one responses by rank were mentioned by respondents in at least six of the nine districts, indicating a broad consensus of concerns.

Recommendations

Colleges of education in Arkansas need to look at the responses question by question to determine program areas that need to be rethought or re-emphasized. It is clear that practitioners believe that more teacher training needs to occur in the schools. Theory devoid of practice is meaningless and gives teacher preparation programs a deservedly bad reputation. As a correlate of the above, teacher preparation programs need to find the means to obtain continuous feedback from practitioners for constant update and improvement. The other side of the coin is that schools personnel will have to allow more access to their classrooms for preservice teachers. This will require a level of cooperation between the universities and the schools that is unheard of today. Instead of calling each other names and denigrating the work each group does, collectively we have to work together toward the same end, better education for all students in Arkansas.

Bibliography

Klingele, William E. (1987). Classroom, Laboratory and Clinical Activities for Teacher Education. Boston: Allyn and Bacon, Inc. 2-9.

TABLE 1

Rate of Return of Opinionnaires by School District

DISTRICT	DISTRIBUTED	RETURNED	% RETURNED
Bald Knob	102	67	65.7
Cabot	260	155	59.6
Dardanelle	97	38	39.2
Fayetteville	400	141	35.3
Lee County	202	67	40.6
Little Rock	400	267	66.7
Sheridan	205	96	46.8
Springdale	464	199	42.9
Stuttgart	168	142	84.5
TOTAL	2798	1172	41.9
NOT IDENTIFIABLE	(Not Used)	59	2.2

TABLE 2

Comparison of Responses to Questions by Age

AGE	20-29	30-39	40-49	50-59
QUESTION NUMBER				
4		INA		
5	MA			
10		MINA		MINA
13	MA			
14	A			
15	LINA			
16	A			
29	A			
30				A
31	A			
32				A
33				A

Listed comparisons are statistically significant with $p \leq .05$

MA = MORE ADEQUATE

A = ADEQUATE

LINA = LESS ADEQUATE

MINA = MORE INADEQUATE

TABLE 3

Comparison of Responses to Questions by Years of Experience

	Years of Experience				
Question Number	0-5	5-10	11-15	16-20	21+
1					LINA
2					MA
11				MA	MA
14	MA				MA
20				MA	MA
21					A
26	LA	LA			
27					MA
30					A
31				MA	MA
32					A
33					A
34		MA		MA	

Listed comparisons are statistically significant with $p \leq .05$

A = ADEQUATE

MA = MORE ADEQUATE

LA = LESS ADEQUATE

LINA = LESS INADEQUATE

TABLE 4

Comparison of Responses to Questions by Degree

DEGREE	BACHELOR	MASTER	SPECIALIST	DOCTORATE
QUESTION NUMBER				
24	A			
28			INA	
30				A
34			MINA	MINA

Listed comparisons are statistically significant at $p \leq .05$

A = ADEQUATE

INA = INADEQUATE

MINA = MORE INADEQUATE

TABLE 5

Comparison of Responses to Questions by Position

POSITION	PRINCIPAL	TEACHER	COUNSELOR
QUESTION NUMBER			
3	MINA		MINA
13		MA	
14		LINA	
15		LA	
18	LA		
23		A	
24		A	
28		MA	
33		LA	
34		LINA	

Listed Comparisons are statistically significant at $p \leq .05$

A = ADEQUATE
LA = LESS ADEQUATE
MA = MORE ADEQUATE
LINA = LESS INADEQUATE
MINA = MORE INADEQUATE

TABLE 6

Comparison of Responses to Questions by Level

LEVEL	K-12	ELE.	M/JR	HS
QUESTION NUMBER				
9	A	A		
16				MINA
25		A		
26	MA	MA		
29			MINA	

Listed comparisons are statistically significant at $p \leq .05$

A = ADEQUATE

MA = MORE ADEQUATE

MINA = MORE INADEQUATE

TABLE 7

Comparison of District with Response to Question

	DISTRICT								
QUESTION NUMBER	BA	CA	DA	FA	LE	LI	SH	SP	ST
1		INA		INA				INA	
2		LA		LA				LA	
4		LA		LA	LA			LA	
7				LA				LA	
8			A		A	A	A		
9								LA	
10		A			A	A	A		
11				LA					
12			A			A	A		
13			MA			MA	MA		MA
14			A		A		A		
15		INA	INA	INA		INA		INA	INA
16	INA	INA		INA				INA	
17				LA				LA	
18					LA			LA	
19		LA		LA	LA		LA	LA	LA
20									
21		LA						LA	
22		LA		LA				LA	
23		INA		INA				INA	
24				INA				INA	
25				INA				INA	
26			MA		MA	MA	MA		

TABLE 7 (continued)

	DISTRICT								
QUESTION NUMBER	BA	CA	DA	FA	LE	LI	SH	SP	ST
27	LA	LA		LA				LA	
28	LA	LA		LA				LA	
29			A		A	A	A		
30					A	A	A		
31					A				
32									
33	A				A				
34			A	LINA				LINA	

Listed comparisons are statistically significant at $p \leq .05$

A = ADEQUATE
MA = MORE ADEQUATE
LA = LESS ADEQUATE
INA = INADEQUATE
LINA = LESS INADEQUATE

TABLE 8

Problem and Ranking by District

	DISTRICT								
PROBLEM	BA	CA	DA	FA	LE	LR	SH	SP	ST
1. DISCIPLINE	1	1	1	2	1	1	2	2	1
2. CLASSROOM AND TIME MANAGEMENT	3	3	4	1	4	3	1	1	3
3. RECORD KEEPING AND PAPERWORK	4	2	4	5	1	2	3	3	2
4. INDIVIDUAL LEARNING NEEDS	8	6	2	4	1	4	4	4	5
5. REAL WORLD, LESS THEORY, MORE METHODS		4		6	7	10	6	5	5
6. PARENTS	4	6	6	3		9	5	15	4
7. SOCIAL, EMOTIONAL NEEDS	6	26	3	9	7	5	9	10	
8. MORE STUDENT TEACHING	2	13	7	20	5	10	11	13	10
9. TEACHING READING		6	11	12	5	21		9	10
10. MAINSTREAMING		16		6	7	7	13	7	10
11. MOTIVATING STUDENTS	8	10	7	10	10	14		12	8
12. MORE OBSERVATION HANDS ON EXPERIENCE			9	6				7	7
13. OTHER DUTIES	8	13		20	10	36	6	15	10
14. LACK OF MATERIALS AND SUPPLIES	8	16	11	20	6	12	15	18	10
15. LESSON PLANS		13		20	10	12		24	15
15. START AND FINISH YEAR	8	26		10		21	15	12	
15. LEGAL SITUATIONS/ DUE PROCESS	8			27		14	6	25	10
18. CONTENT PREPARATION		13		16	10	21	9	31	15
19. PARENT CONFERENCES	8	10	11	12		6		31	19
20. PET (Program for Effective Teaching)	8	22		27		19	18	18	15
21. EVALUATION TECHNIQUES			11	27		36		25	

TABLE 9

Comparison of Five Common Problems by District

PROBLEM	DISTRICT BA	CA	DA	FA	LE	LR	SH	SP	ST
1. Discipline	1	1	1	2	1	1	2	2	1
2. Classroom and time management	3	3	4	1	4	3	1	1	3
3. Record keeping and paper work	4	2	4	5	1	2	3	3	2
4. Individual learning needs	8	6	2	4	1	4	4	4	5
14. Lack of materials and supplies	8	16	11	20	6	12	15	18	10

Friedman two-way analysis of variance
$.001 < p^* < .01$
*significant difference

APPENDIX 1

Appendix I

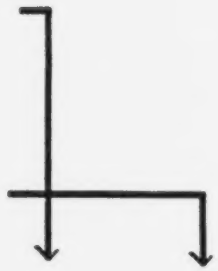
ARKANSAS EDUCATIONAL RENEWAL CONSORTIUM

OPINIONNAIRE OF TEACHER EDUCATION

Please provide the following information:		(Circle one or provide information)
A.	School District	_____
B.	Staff Position	1. Superintendent (or Assist.) 2. Principal (or Assist.) 3. Teacher 4. Counselor
C.	Level taught or administered	1. K-12 2. Elem 3. Mid/JHS 4. Jr/Sr H. 5. H.S. 6. Other
D.	If Jr. High or High School, subjects taught (mark none for elementary teachers and principals)	_____
E.	If teacher, number of years of teaching. If administrator, number of years as an administrator.	_____
F.	If teacher, name of institution and state of certification program. If administrator name of institution and state of administrative program.	_____
G.	If teacher, year of certification for teaching. If administrator, first year of certification for administration.	_____
H.	Age	_____
I.	Sex	1. Male 2. Female
J.	Degree	1. Bachelor's 2. Master's 3. Educational Specialist 4. Doctorate

I. In your view, how adequately are beginning teachers today prepared to do each of the following: Please circle in set I, 3 for ADEQUATE, 2 for INADEQUATE, and 1 for DID NOT EXIST

II. In your view, how important is each of the competencies in preparing one for a teaching position today: Please circle in set II, I (IMPORTANT),or N (NOT IMPORTANT) to the right of each question.



		I.	II.
1.	Assist student with solutions to personal, and social problems.	3 2 1	N I
2.	Assist students with solutions to educational problems.	3 2 1	N I
3.	Assist students with the exploration of career opportunities	3 2 1	N I
4.	Perform according to the ethical standards of the teaching profession (e.g. confidential records, reporting child abuse and neglect, etc).	3 2 1	N I
5.	Communicate using appropriate and correct written language.	3 2 1	N I
6.	Communicate using appropriate and correct oral language.	3 2 1	N I
7.	Teach with current standards of educational and professional development in mind.	3 2 1	N I
8.	Teach with to current standards of contemporary social needs in mind.	3 2 1	N I
9.	Demonstrate respect and empathy for all learners.	3 2 1	N I
10.	Relate appropriately with staff personnel (secretaries, janitors, cooks, bus drivers, etc.) within the educational organization.	3 2 1	N I
11.	Relate appropriately with professional personnel (administrators, counselors, special education teachers, etc).	3 2 1	N I
12.	Develop and recognize personal philosophical views regarding teaching.	3 2 1	N I

		I.			II.	
13.	Acknowledge and apply current educational theory concerning how people learn and grow.	3	2	1	N	I
14.	Acknowledge and apply current educational theory concerning classroom management techniques.	3	2	1	N	I
15.	Diagnose students' learning needs.	3	2	1	N	I
16.	Provide for individual differences.	3	2	1	N	I
17.	Identify the knowledge and skills necessary for the student to perform successfully within a given subject.	3	2	1	N	I
18.	Formulate and write suitable general and specific objectives for a given instructional plan.	3	2	1	N	I
19.	Select and develop an instructional plan for a specific curriculum.	3	2	1	N	I
20.	Select and develop an instructional plan for a specific unit.	3	2	1	N	I
21.	Select and develop an instructional plan for a specific lesson.	3	2	1	N	I
22.	Determine and select appropriate instructional materials and media.	3	2	1	N	I
23.	Select appropriate teaching strategies.	3	2	1	N	I
24.	Teach lessons utilizing a variety of questioning techniques.	3	2	1	N	I
25.	Use appropriate instructional groupings.	3	2	1	N	I
26.	Establish a physical environment conducive to learning.	3	2	1	N	I
27.	Use appropriate evaluation techniques to assess student progress.	3	2	1	N	I
28.	Use evaluation to provide feedback for student progress.	3	2	1	N	I
29.	Identify teaching strengths and weaknesses through self-evaluation.	3	2	1	N	I

		I.			II.	
30.	Communicate with parents or guardians concerning student progress.	3	2	1	N	I
31.	Establish and use regular procedures for the acquisition, safe use, storage, and maintenance of equipment, supplies, and other materials.	3	2	1	N	I
32.	Appropriately supervise non-instructional activities (playground, lunchroom, bus duty, hall monitoring, clubs, collecting monies, etc).	3	2	1	N	I
33.	Prepare appropriate records and reports.	3	2	1	N	I
34.	Teach lessons using critical thinking skills.	3	2	1	N	I

III. Please react to the following statements by circling the response best representing your point of view. Circle 5 (STRONGLY AGREE), 4 (AGREE), 3 (NEITHER), 2 (DISAGREE), 1 (STRONGLY DISAGREE).

		Strongly Agree				Strongly Disagree
35.	Teacher Education should be a 4-year undergraduate degree program.	5	4	3	2	1
36.	Teacher Education should be a 5-year undergraduate degree program.	5	4	3	2	1
37.	Teacher Education should be a professional graduate program. Undergraduate education should be abolished and become a graduate program.	5	4	3	2	1
38.	Elementary teacher education should require a major in an academic discipline (e.g. English, math).	5	4	3	2	1
39.	More liberal arts courses would have better prepared me as a teacher.	5	4	3	2	1
40.	Additional preparation in research skills would have better prepared me as a teacher.	5	4	3	2	1

IV. How well are beginning teachers prepared for teaching in today's schools? Please circle the grade that best represents their competencies. A B C D F

V. List the most serious problem for which you were not prepared as a teacher. (Please continue on back)

APPENDIX II

Appendix II

ARKANSAS EDUCATIONAL RENEWAL CONSORTIUM

OPINIONNAIRE OF TEACHER EDUCATION

Please provide the following information: (Circle one or provide information)

A. School District
(1187 usable surveys returned)

BA=	Bald Knob	5.9
CA=	Cabot	12.6
DA=	Dardanelle	3.1
FA=	Fayetteville	12.7
LE=	Lee County	6.6
LI=	Little Rock	22.3
SH=	Sheridan	8.3
SP=	Springdale	17.1
ST=	Stuttgart	11.4

B. Staff Position

1. Superintendent (or Assist.)	.6
2. Principal (or Assist.)	4.4
3. Teacher	90.8
4. Counselor	4.2

C. Level taught or administered

1. K-12	16.1
2. Elem	45.4
3. Mid/JHS	11.8
4. Jr/Sr H.	12.7
5. H.S.	12.7
6. Other	1.2

D. If Jr. High or High School, subjects taught (mark none for elementary teachers and principals)

Elementary	67.8
English	6.5
Mathematics	5.5
Science	4.3
Social Studies	4.4
Art	1.1
Music	1.6
Business	2.3
Home Ec.	1.0
Languages	.7
Ind. Arts	.5
Special Ed.	2.0
Phys. Ed.	1.3
Library	.4
Counseling	.5

E. If teacher, number of years of teaching. If administrator, number of years as an administrator.

(Years of Tching)	
0-5	28.2
6-10	22.8
11-15	22.3
16-20	14.0
21+	12.7

F. If teacher, name of institution and state of certification program. If administrator name of institution and state of administrative program.

Institutions	
ASU	5.8
ATU	3.6
HA	1.9
OBU	2 .5
UAF	26.3
UALR	6.7
UAM	2.1
UAPB	3.5
UCA	13.3
Other in State	5.9
Out of State	13.3

G. If teacher, year of certification for teaching. If administrator, first year of certification for administration.

H. Age

20-29	17.7
30-39	40.8
40-49	29.4
50-59	11.2
60+	.9

I. Sex

1. Male	13.5
2. Female	86.5

J. Degree

1. Bachelor's	54.8
2. Master's	42.5
3. Ed. Sp.	1.9
4. Doctorate	.8

I. In your view, how adequately are beginning teachers today prepared to do each of the following: Please circle in set I, 3 for ADEQUATE, 2 for INADEQUATE, and 1 for DID NOT EXIST

II. In your view, how important is each of the competencies in preparing one for a teaching position today: Please circle in set II, I (IMPORTANT),or N (NOT IMPORTANT) to the right of each question.

		I.			II.	
1.	Assist student with solutions to personal, and social problems. (21+ LESS INADEQUATE, CA, FA, SP, INADEQUATE)	3 30.0	2 52.5	1 17.5	N 6.1	I 93.9
2.	Assist students with solutions to educational problems. (CA, FA, SP, LESS ADEQUATE)	3 57.2	2 37.0	1 5.8	N .9	I 99.1
3.	Assist students with the exploration of career opportunities (21+ MORE ADEQUATE, Principals & Counselors, MORE INADEQUATE)	3 31.7	2 42.7	1 25.6	N 12.7	I 87.3
4.	Perform according to the ethical standards of the teaching profession (e.g. confidential records, reporting child abuse and neglect, etc). (30-39 INADEQUATE OR DID NOT EXIST CA, FA, LE, SP LESS ADEQUATE)	3 46.0	2 37.8	1 16.2	N 1.1	I 98.9
5.	Communicate using appropriate and correct written language. (20-29 MORE ADEQUATE)	3 72.5	2 23.7	1 3.9	N .7	I 99.3
6.	Communicate using appropriate and correct oral language.	3 71.1	2 25.2	1 3.7	N .5	I 99.5
7.	Teach with current standards of educational and professional development in mind. (FA, SP, LESS ADEQUATE)	3 64.9	2 29.2	1 5.9	N 3.1	I 96.9
8.	Teach with to current standards of contemporary social needs in mind. (DA, LE, LI, SH, ADEQUATE)	3 48.6	2 40.4	1 11.0	N 6.9	I 93.1

9.	Demonstrate respect and empathy for all learners. (20-29 MORE ADEQUATE, K-12, ELE. ADEQUATE, SP, LESS ADEQUATE)	3 58.3	2 35.2	1 6.5	N .2	I 99.8
10.	Relate appropriately with staff personnel (secretaries, janitors, cooks bus drivers, etc.) within the educational organization. (30-39 & 50-59 MORE INADEQUATE 21+ MORE ADEQUATE, CA, LE, LI, SH, ST, ADEQUATE)	3 50.2	2 27.6	1 22.1	N 5.7	I 94.3
11.	Relate appropriately with professional personnel (administrators, counselors, special education teachers, etc). (16-20 & 21+ MORE ADEQUATE FA, LESS ADEQUATE)	3 56.4	2 29.3	1 14.3	N 1.5	I 98.5
12.	Develop and recognize personal philosophical views regarding teaching. (20-29 MORE ADEQUATE DA, LI, SH, ADEQUATE)	3 52.4	2 38.2	1 6.4	N 7.7	I 92.3
13.	Acknowledge and apply current educational theory concerning how people learn and grow. (TEACHERS, MORE ADEQUATE DA, LI, SH, ST, MORE ADEQUATE)	3 57.4	2 36.1	1 6.4	N 6.1	I 93.9
14.	Acknowledge and apply current educational theory concerning classroom management techniques. (TEACHERS, LESS INADEQUATE DA, LE, SH, ADEQUATE 20-29 ADEQUATE, 0-5 & 21+ MORE ADEQUATE)	3 42.2	2 46.9	1 10.9	N 2.5	I 97.5
15.	Diagnose students' learning needs. (20-29 LESS INADEQUATE TEACHERS, LESS INADEQUATE, CA, DA, FA, LI, SP, ST, INADEQUATE)	3 34.2	2 54.4	1 11.4	N 1.3	I 98.7
16.	Provide for individual differences. (20-29 ADEQUATE HS, MORE INADEQUATE BA, CA, FA, SP, INADEQUATE)	3 41.4	2 48.3	1 10.3	N 1.1	I 98.9

17.	Identify the knowledge and skills necessary for the student to perform successfully within a given subject. (FA, SP, LESS ADEQUATE)	3 57.9	2 36.4	1 5.7	N .4	I 99.6
18.	Formulate and write suitable general and specific objectives for a given instructional plan. (Principals, LESS ADEQUATE, LE, SP, LESS ADEQUATE,	3 67.2	2 26.9	1 5.9	N 6.4	I 93.6
19.	Select and develop an instructional plan for a specific curriculum. (CA, FA, LE, SH, SP, ST, LESS ADEQUATE)	3 52.0	2 39.1	1 8.9	N 4.5	I 95 .5
20.	Select and develop an instructional plan for a specific unit. 16-20 & 21+, MORE ADEQUATE)	3 69.8	2 26.0	1 4.2	N 1.9	I 98.1
21.	Select and develop an instructional plan for a specific lesson. (21+ ADEQUATE, F-MORE ADEQUATE, CA, SP, LESS ADEQUATE)	3 77.4	2 19.3	1 3.2	N 1.3	I 98.7
22.	Determine and select appropriate instructional materials and media. (FA, CA, SP, LESS ADEQUATE)	3 70.5	2 24.8	1 4.7	N 1.3	I 98.7
23.	Select appropriate teaching strategies. (TEACHERS ADEQUATE, FA, CA, SP, INADEQUATE)	3 50.3	2 44.3	1 5.4	N .8	I 99.2
24.	Teach lessons utilizing a variety of questioning techniques. (TEACHERS ADEQUATE, FA, SP, INADEQUATE 20-29 ADEQUATE BACHELORS ADEQUATE)	3 50.9	2 39.9	1 9.2	N 2.0	I 98.0
25.	Use appropriate instructional groupings. (FA, SP, INADEQUATE ELEMENTARY ADEQUATE)	3 47.6	2 41.5	1 10.8	N 3.1	I 96.9
26.	Establish a physical environment conducive to learning. (DA, LE, LI, SH, MORE ADEQUATE 0-5 & 5-10 LESS ADEQUATE, K-12, ELE. MORE ADEQUATE)	3 67.6	2 25.6	1 6.8	N 1.8	I 98.2

27.	Use appropriate evaluation techniques to assess student progress.	3	2	1	N	I
	(BA, CA, FA, SP, LESS ADEQUATE 21+ MORE ADEQUATE)	61.9	33.5	4.6	.3	99.7
28.	Use evaluation to provide feedback for student progress.	3	2	1	N	I
	(BA, CA, FA, SP, LESS ADEQUATE SPEC. INADEQUATE TEACHER MORE ADEQUATE THAN PRIN.)	60.1	34.5	5.4	.8	99.2
29.	Identify teaching strengths and weaknesses through self-evaluation.	3	2	1	N	I
	(DA, LE, LI, SH, ADEQUATE 20-29 ADEQUATE M/JR MORE INADEQUATE)	40.8	47.8	11.4	1.3	98.7
30.	Communicate with parents or guardians concerning student progress.	3	2	1	N	I
	(LE, LI, SH, ADEQUATE 50-59 ADEQUATE 21+ ADEQUATE DOCs ADEQUATE)	40.2	42.7	17.1	1.1	98.9
31.	Establish and use regular procedures for the acquisition, safe use, storage, and maintenance of equipment, supplies, and other materials.	3	2	1	N	I
	(20-29 & 30-39 LESS ADEQUATE 16-20 & 21+ MORE ADEQUATE LE ADEQUATE)	53.2	31.4	15.4	10.3	89.7
32.	Appropriately supervise non-instructional activities (playground, lunchroom, bus duty, hall monitoring, clubs, collecting monies, etc).	3	2	1	N	I
	(50-59 ADEQUATE 21+ ADEQUATE)	38.5	32.5	29.0	14.9	85.1
33.	Prepare appropriate records and reports.	3	2	1	N	I
	(BA, LE ADEQUATE 50-59 ADEQUATE 21+ ADEQUATE TEACHERS LESS ADEQUATE)	44.5	37.2	18.3	3.9	96.1
34.	Teach lessons using critical thinking skills.	3	2	1	N	I
	(FA, SP INADEQUATE, DA ADEQUATE 5-10 & 16-20 MORE ADEQUATE SPEC. & DOCT. MORE INADEQUATE TEACHERS LESS INADEQUATE)	39.1	46.5	14.3	1.5	98.5

III. Please react to the following statements by circling the response best representing your point of view. Circle 5 (STRONGLY AGREE), 4 (AGREE), 3 (NEITHER), 2 (DISAGREE), 1 (STRONGLY DISAGREE).

MEAN	STD.DEV.			Strongly Agree				Strongly Disagree
3.83	1.13	35.	Teacher Education should be a 4-year undergraduate degree program.	5 32.6 70.7	4 38.1	3 13.4	2 11.8 15.9	1 4.1
2.52	1.34	36.	Teacher Education should be a 5-year undergraduate degree program. (PRINCIPALS AGREE BY DISTRICT 44-69 DISAGREE WITH DA 44 - LE 69	5 13.1 23.9	4 10.8	3 18.3	2 31.2 57.8	1 26.6
2.24	1.25	37.	Teacher Education should be a professional graduate program. Undergraduate education should be abolished and become a graduate program.	5 7.8 18.1	4 10.3	3 15.0	2 31.4 66.9	1 35.5
2.71	1.28	38.	Elementary teacher education should require a major in an academic discipline (e.g. English, math). (K-12, ELE. DISAGREE BA, CA, DA DISAGREE)	5 11.1 29.3	4 18.2	3 20.8	2 29.8 49.8	1 20.0
2.65	1.19	39.	More liberal arts courses would have better prepared me as a teacher. (CA, LE, ST DISAGREE)	5 8.3 24.4	4 1.61	3 25.8	2 31.9 49.7	1 17.8
2.63	1.21	40.	Additional preparation in research skills would have better prepared me as a teacher. (F-DISAGREE CA, LE, LI DISAGREE)	5 7.9 26.1	4 18.2	3 2.4	2 32.4 51.4	1 19.1

2.23	.80	IV.	How well are beginning teachers prepared for teaching in today's schools? Please circle the grade that best represents their competencies.	A 3.4	B 33.3	C 49.0	D 11.5	F 2.8

V. List the most serious problem for which you were not prepared as a teacher. (Please continue on back)

APPENDIX III

Appendix III

SUMMARY OF RESPONSES TO QUESTION V

1.	Discipline (9)	240
2.	Classroom and time management (9)	196
3.	Record-keeping, paperwork (9)	147
4.	Individual learning needs (9)	106
5.	Social, emotional needs (9)	55
6.	Real world, less theory-more methods (8)	81
7.	Parents (8)	74
8.	More student teaching (8)	49
9.	Mainstreaming (8)	45
10.	Motivating students (8)	43
11.	Other duties (8)	26
12.	Lack of materials and supplies (8)	24
13.	Content preparation (7)	19
14.	Parent conferences (7)	18
15.	Evaluation techniques (7)	8
16.	Teaching reading (6)	47
17.	More observation/hands on experience (6)	35
18.	Lesson plans (6)	20
18.	Start and finish year (6)	20
18.	Legal situations/due process (6)	20
21.	PET (6)	14
22.	Lack of Respect (5)	14
23.	Large classes (5)	11
24.	Stress (5)	10
25.	Teaching strategies (4)	11
26.	Less theory, more methods and strategies (3)	29
27.	Lack of administrative and faculty support (3)	19
28.	Grouping students (3)	8
28.	Setting up classroom (3)	8
30.	Scheduling (3)	6
31.	Use of teachers guides (3)	6
32.	Dealing with administration and staff (3)	4
32.	Dealing with educational systems/policies (3)	4
34.	Use of media, audio visuals (3)	3
35.	Pay (2)	6
36.	Workload (2)	5
37.	Curriculum guides (2)	4
37.	Change (2)	4
39.	Self-evaluation (2)	3
39.	Curriculum planning (2)	3
41.	Writing objectives (2)	2
42.	Violence (1)	5
43.	Selecting materials (1)	4
44.	More psychology and speech (1)	2
45.	Counseling (1)	1
45.	Language (1)	1
45.	Early prevention of school failure (1)	1
45.	Evaluating books (1)	1
45.	Grant proposals (1)	1
45.	Technology (1)	1
45.	Germs (1)	1

45.	School district policies (1)	1
45.	Teaching English to foreign students (1)	1
45.	More educational programs (1)	1
45.	Flexibility (1)	1
45.	Multicultural education (1)	1
45.	Teacher-student relationship (1)	1
45.	Effective speaking (1)	1
45.	Death of student (1)	1
45.	Better student teaching supervision (1)	1
45.	Skills courses (1)	1
45.	Minor field should be stressed (1)	1
45.	Cooperating teacher (1)	1
45.	Integration (1)	1
45.	Kids attitudes (1)	1
45.	Problem-solving (1)	1
45.	Relating to teenagers (1)	1
45.	Daily decisions (1)	1
45.	Creativity (1)	1
45.	Open space (1)	1
45.	More liberal arts (1)	1
45.	Restructuring school environment (1)	1
45.	Correlate basic skills (1)	1
45.	Teaching writing (1)	1
45.	Dealing with religious groups (1)	1
45.	Amount of curriculum to cover (1)	1
45.	Drug problems (1)	1
45.	New standards (1)	1
45.	Economic conditions (1)	1
45.	Broaden exposure (grade level) student teaching (1)	1
45.	Self-contained areas (e.g. music, art) (1)	1

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